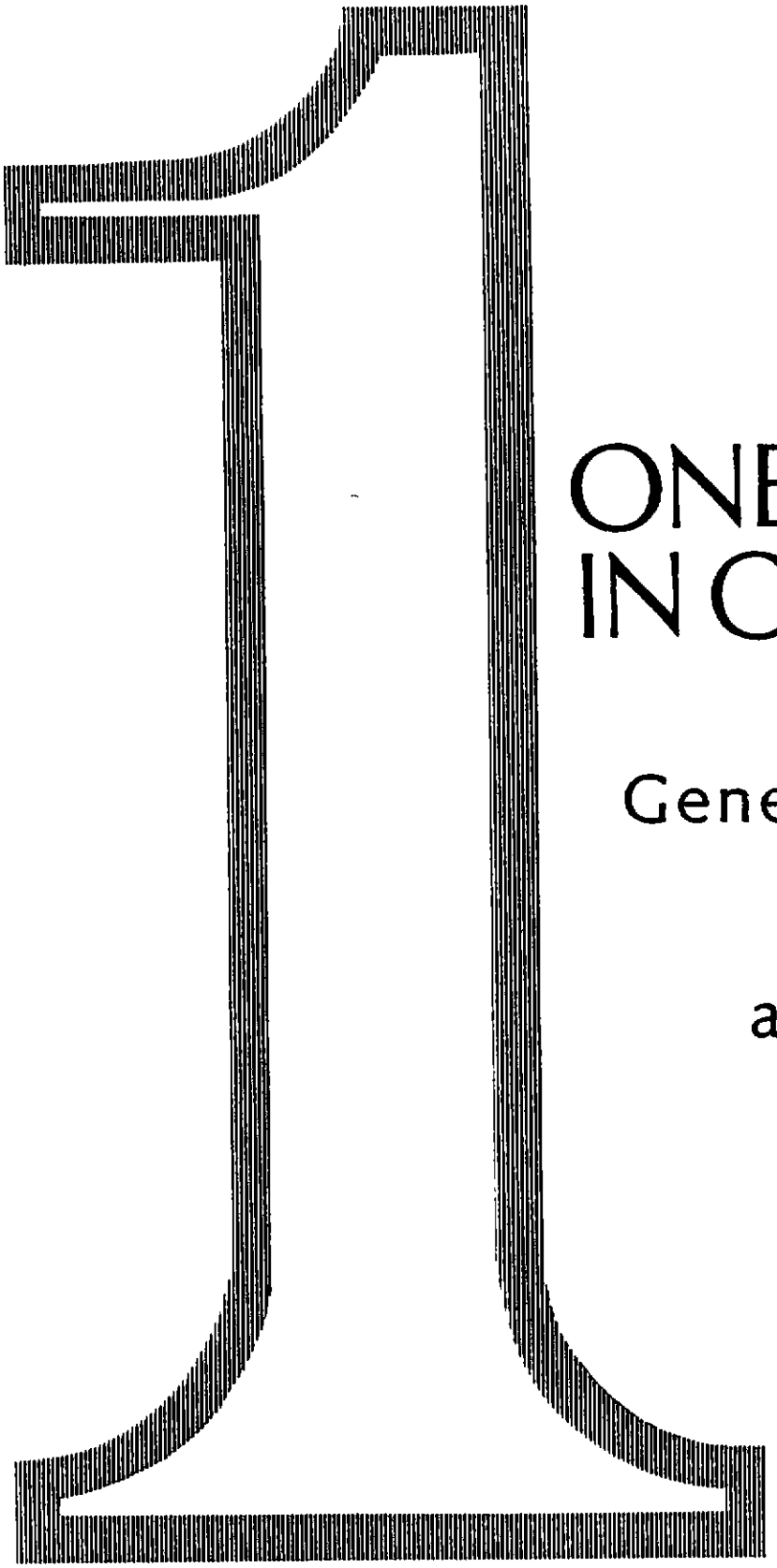

ONE WORLD IN COMMON

General Education in Historical, National, and Statewide Context

CALIFORNIA
POSTSECONDARY
EDUCATION COMMISSION
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There is but one world in common
for those who are awake, but when
men are asleep each turns away
into a world of his own.

Heraclitus

PREFACE

In May 1980, the Board of Trustees of the California State University and Colleges adopted Title 5 regulations (California Administrative Code) modifying general education requirements for the CSUC system. Chancellor Glenn S. Dumke formally implemented these new requirements by signing Executive Order No. 338 at a brief ceremony on October 31. A news release announcing Chancellor Dumke's action declared that the requirements "will reshape the educational programs of more students than any single reform instituted anywhere in higher education." This statement is not mere hyperbole, for the State University with its nineteen campuses is one of the largest systems of four-year postsecondary institutions in the country. Its decision to increase general education requirements and to emphasize cohesive programs rather than unrelated offerings will have considerable effect on that portion of the State University's approximately 250,000 undergraduates entering in Fall 1981 when the changes are scheduled to occur. But the import of the action may be felt far beyond the limits of the State University's own campuses. Any change made within one system of California's vast network of higher education inevitably affects the remaining systems. It is the potential for intersegmental involvement which has prompted the development of this report examining general education in a historical, national, and statewide context. Such an overview not only places current issues in broader perspective, but it also allows for a reconsideration of those perennial questions which transcend curricular and segmental boundaries. The purpose of this report is to provide a context in which to view the current issues as well as the perennial questions.

INTRODUCTION

The State University's move to expand its general education requirements cannot be seen as an isolated phenomenon. Ever since the Carnegie Foundation for the Advancement of Teaching declared that "general education is a disaster area" and Harvard University issued its Report on the Core Curriculum in 1978, there has been a nationwide resurgence of interest in general education. Articles, conferences, projects, and books on the topic abound, and it appears that hundreds of institutions have undertaken studies to determine the place of general education. Action has followed discussion in many instances, and curricular changes have proliferated in both public and private, two-year and four-year, institutions.

Neither is the movement toward general education an isolated phenomenon in a historical sense. For centuries, American higher education offered only a general education until practical studies and the elective system intervened. Although general education

never entirely disappeared, interest in it has waxed and waned. If one accepts JB Lon Hefferlin's conclusion that "theoretically . . . the content of the undergraduate curriculum is being reconstituted completely at least every twenty-two years," 1/ the current re-examination of general education is inevitable.

Einstein observed that "perfection of means and confusion of goals . . . characterize our age." 2/ It should not be surprising, then, that the current reexamination of general education seems to be focused largely on the means to general education rather than on its ends or goals. The popular view of general education is that of certain breadth requirements which must be met before graduation. The most widely accepted configuration of the undergraduate curriculum is that formulated by the Carnegie Foundation for the Advancement of Teaching. Under this schema, general education is but one part of a curricular blueprint that also includes concentration in a major field and electives, and consists of the following components: (1) advanced learning skills, the most common being English composition, mathematics, foreign languages, and physical education; (2) distribution requirements, sometimes referred to as breadth requirements, which assure that students have some exposure to the humanities, social sciences, natural sciences, and, occasionally, the creative and performing arts; and (3) integrated learning experiences which take a broad approach and may assume a variety of forms such as special requirements, central subjects, core courses and programs, survey courses, interdisciplinary programs, or integrating themes. 3/ Although general education is most frequently equated with breadth or distribution requirements, the reform movement afoot today appears to be making a frontal assault on all three of these components rather than assuming a more traditional separatist stance focusing on distribution alone.

General education is rarely viewed, however, as a dimension of all education. This more radical perspective would have general education cutting across the total curriculum. General education would then become an approach to all education rather than a certain series of "breadth courses" alone. The perspective which limits general education to a certain series of courses may be related to a reluctance to look at the goals of general education rather than at the means to effect it. Such contemporary phenomena as a diverse student body, a faltering secondary school system, and a specialist faculty make general education today difficult to conceptualize let alone achieve. Yet unless questions of purpose are resolved, the manipulation of a limited number of courses is a temporary solution in general education reform. The following sections will discuss the difficulties involved in identifying both the means and the ends of general education, not the least of which is arriving at a singular definition for the term "general education" itself.

DEFINITION

Frederick Rudolph, Mark Hopkins Professor of History at Williams College and scholar-writer on the history of American higher education, has observed that "thinking about the curriculum . . . presents many problems and requires a willingness to accept surprise, ambiguity, and a certain unavoidable messiness." 4/ This same assertion applies equally well to general education which seems to have as many definitions as there are institutions, eras, and spokesmen for and against it. The Carnegie Foundation for the Advancement of Teaching laments that "no curricular concept is as central to the endeavors of the American college as general education, and none is so exasperatingly beyond the reach of general consensus and understanding." 5/ Confusion has been added by the tendency to define general education largely by negatives, from Ortega y Gasset's "antidote to barbarism" 6/ to Meiklejohn's "corrective to the overemphasis of specialization," 7/ and by the common inclination to equate general education with liberal education. For years in American higher education, there was no differentiation between general education and specialized education; both resided in the liberal arts. Thus general education has been frequently couched in the classical conception of liberal education. 8/ It was not until 1829 that any reference was made to general education per se. At that time, A. S. Packard of Bowdoin College used the term in an article defending the common elements of the curriculum 9/ This report attempts to differentiate general education from liberal education but acknowledges the historical connection between the two concepts.

The International Encyclopedia of Higher Education has defined general education as "instruction involving knowledge basic to all learning, as opposed to specialized education needed only by those in a particular occupation or with particular responsibilities." 10/ In 1978, the Harvard faculty described the purpose of their new core curriculum as an approach taken "to assure that all students, regardless of their special fields of concentration, acquire the knowledge, skills, and habits of thought that the faculty believes to be of general and lasting intellectual significance." 11/ These definitions raise general education to a level beyond the classics, beyond the survey approach, and beyond a series of specific courses. Despite the vagueness of the term itself, general education embodies the highest ideals of all learning. If one substitutes "general" for "liberal" in Frank Aydelotte's definition of a liberal education, the following illuminates the ideal: "General education is not a formula; it is a point of view. The essence of general education is the development of mental power and moral responsibility in each individual." 12/

For the last hundred years, scholars have attempted to define general education. Alfred North Whitehead, like John Stuart Mill, Thomas Huxley, and Matthew Arnold before him, sought to bridge the gap between the sciences and the humanities: "Again, there is not one course of study which merely gives general culture, and another which gives special knowledge . . .. You may not divide the seamless coat of learning." 13/ For Whitehead, a philosopher and a mathematician, no dichotomy existed between general and specialized learning when properly imparted:

> The antithesis between a technical and liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not impart both technique and intellectual vision. 14/

What education imparted for Whitehead was "an intimate sense for the power of ideas, for the beauty of ideas, and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it." 15/ Education conveyed a sense of "style" described by Whitehead as "the ultimate morality of mind." 16/

Probably the most outspoken proponent of general education was Robert Maynard Hutchins, former president of the University of Chicago, under whom the general education movement reached its peak in the 1930s. Hutchins extolled the value of rational thought. A university, he said,

> . . . should be a center of rational thought. Certainly it is more than a storehouse of rapidly aging facts. It should be the stronghold of those who insist on the exercise of reason, who will not be moved by passion or buried by blizzards of data. The gaze of a university should be turned toward ideas. By the light of ideas it may promote understanding of the nature of the world and of man. Its object is always understanding. 17/

In his published lecture, "The Higher Learning in America," Hutchins emphasized that "a university is the place of all places to grapple with those fundamental principles which may be established by rational thought." 18/ He continues by saying that "a university course of study, therefore, will be concerned first of all not with current events, for they do not remain current, but with the recognition, application, and discussion of ideas." 19/ Hutchins disavowed vocational training as a function for the college

> . . . because the shifts in technology and the migration of workers may make such training at one time in one place

> useless at another time in another place; . . . and because the great problems of our time are the right use of leisure, the performance of the duties of citizenship, and the establishment of a community in this country and the world, to none of which vocational training makes the slightest contribution. 20/

For Hutchins, the goal of an educational system was to supply power to its graduates, "power in and over the unpredictable future." 21/

What, then, is general education? Is it the utilitarian yet highly intellectualized concept of Whitehead? the metaphysics of Hutchins? 22/ the idealism of Aydelotte or the view from Harvard University? A related question is whether there can be a prescribed body of courses called "general education." Daniel Bell, best known for his plan of change for Columbia University entitled The Reforming of General Education, thinks not. He avers that "no single set of information and values could exhaust the notion of what an educated person is." 23/ Lionel Trilling, on the other hand, avows that it is still possible to speak of a core of knowledge that every educated person must possess and to define that core is one of the highest priorities of the entire educational enterprise. 24/

There is clearly no one definition for nor one approach to general education. It is the responsibility of each institution to determine for itself what should constitute the core of a general education. But the specific course offerings must reflect the principles which animate general education as a deeper concept, that is, a commitment to ideas, reason, understanding, critical thinking, objectivity, creativity, and integration. With the growth of knowledge and proliferation of educational missions, it is admittedly difficult for institutions in the latter half of the twentieth century to achieve any uniformity of curriculum. Yet, it is important that they attempt to transmit in some integrated fashion what is significant in the human experience. It is difficult to conceive of any greater unifying principle than recognition of a shared intellectual and moral heritage.

HISTORIC TRADITIONS

As mentioned previously, general education has frequently been equated with liberal education which has its roots in two concepts that first emerged among the Greeks in the fifth century B.C.: paideia and arete. Paideia means education, or more broadly, culture, and arete, the ability to live one's life well and the knowledge of what it is to be human. The kind of paideia that the Greeks felt would lead to arete is what we call liberal or general education. 25/ During the Middle Ages, the liberal arts, consisting

of the trivium (grammar, rhetoric, and logic) and the quadrivium (arithmetic, geometry, astronomy, and music), were the statement of the Greek ideal, and this same ideal informed American higher education, although with a religious orientation, for its first two centuries of existence.

When the first American college was founded in 1636, its students enrolled in a program which was an "amalgam of the medieval arts and sciences and of Renaissance interest in the study of literature and belles-lettres." 26/ The program culminated in a course in moral philosophy, generally given to the seniors by the president as a systematic mix of ethics, science, and religion. These studies prepared students to be clergymen, public officials, and other professionals, and allowed them to wear a certain badge of gentility. For nearly 200 years, a liberal education was the only education provided in American colleges, and through a classical course of study students were educated to be the professionals of their day. Provost Smith of the College of Philadelphia (now the University of Pennsylvania) aptly summarized the purpose of higher education in its early years when he described "the grand aim of a liberal education" to be "Thinking, Writing, and Acting Well." 27/

The Enlightenment and the American Revolution both enlarged the role of natural science and mathematics and moved the curriculum toward a new emphasis on utility, albeit a social and political usefulness rather than a vocational one. The curriculum thus shifted "from explaining the ways of God to exploring the ways of man." 28/ Despite the curriculum's expanded format and more secular focus, the old classical course of study remained preeminent. As tensions between a liberal and a practical cast to education increased, however, the classical course of study was criticized. In 1799, Benjamin Rush pointedly remarked that "to spend four or five years in learning two dead languages, is to turn our backs upon a gold mine in order to amuse ourselves catching butterflies." 29/ Slowly and sometimes painfully, science made inroads on the old course of study, and despite the Yale Report, published in 1828 and generally considered a triumph for the old order, the curriculum moved inexorably toward a more scientific and practical orientation. Although almost every college had a science professor by 1800 and Rensselaer Polytechnic Institute had been founded in 1824, it was the establishment of the scientific schools at Harvard and Yale in mid-century that eventually gave science as science its respectability and prestige within the curriculum. As change continued to occur, even the moral philosophy course became a remarkable blend of religion, ethics, politics, economics, sociology, law, government, history, aesthetics, international law, and fine arts.

A delicate balance between the new and the old orders was maintained, however, until several significant events occurred in the latter

half of the nineteenth century that irreparably weakened the hold on the curriculum of liberal education, the classical mode, and a singular approach. Among these phenomena were the Morrill Act of 1862 mandating a network of colleges with a practical orientation; the founding of Johns Hopkins, an institution modeled on the German university with its emphasis on research and scholarly concentration; the introduction of the elective system at Harvard by Charles Eliot; the recognition of academic freedom; the growth of academic specialization; and the division of colleges and universities into schools, departments, disciplines, and specialties. At the same time, new patterns of secondary schooling, admissions requirements, and enrollment patterns exercised their own pressures on the curriculum. Frederick Rudolph notes that "by 1900 the lack of articulation between a late-blooming high school system and an ancient but collapsing college course of study was so great that only arrogance or innocence would have permitted discussion of the college curriculum." 30/

No longer was there a unified liberal arts curriculum with a limited vocational, educational, and social purpose. Even the moral philosophy course, the integrating capstone of the college career, had yielded to such new disciplines as psychology, social science, and economics. The harmonious curricular unity of the past had given way to a diversity of institutional programs and personal goals Beyond the disarray, and undoubtedly a leading cause of it, lay the intrusion of utilitarian values and vocational goals. The curriculum was splintering and so were the values which had permitted a solitary curricular mode in the past. Although the curriculum had never been static, it had, by the end of the nineteenth century, lost its clarity of purpose

Shortly before World War I, in response to the confusion felt by students faced with an extensive elective system, the pendulum swung toward what was called "general education," an effort to define and enforce a common curriculum. Two forms of general education developed, each seeking to achieve some measure of integration for the students. In 1909, A. Lawrence Lowell, president of Harvard, created the "distribution" requirement whereby Harvard students took six of sixteen year-long courses required for graduation in three areas outside the major. The other form of general education was the survey course, the first of which was created by President Alexander Meiklejohn of Amherst in 1914. The survey course appeared on several campuses, and after the war, comprehensive survey courses took on the character of a movement. Columbia and Dartmouth required a contemporary civilization course of all their students which exposed them to the great ideas of Western thought, and Chicago adopted a course on the nature of the world and man. There was an acknowledgement that "there is a certain minimum of our intellectual and spiritual tradition which a man must experience and understand if

he is to be called educated." 31/ Perhaps the uncertainties of war had fostered the need for a common standard. By 1926, in colleges throughout the country, over 100 courses of a general orientation nature were available: 42 provided college adjustment and guidance; 16 dealt with the methodology of learning; and 34 introduced aspects of contemporary civilization.

This interdisciplinary approach extended beyond single courses when Meiklejohn established his experimental college at the University of Wisconsin. In the first year of a two-year program, students examined all aspects of an ancient civilization and in the second year they studied a modern civilization in as much detail. Other institutions like the University of Minnesota and Boston University followed by organizing new units devoted to general education. The movement also gave rise to the founding of several new experimental colleges like Bennington, Bard, and Sarah Lawrence.

Of the institutions already established, it was the University of Chicago under the leadership of its president, Robert Hutchins, that tried to rethink the very concept of a liberal education. The faculty established a new college unit consisting of the last two years of high school and the first two years of college. The curriculum was divided into four areas: biological science, physical science, social science, and the humanities. Each student had to demonstrate mastery of the fundamentals within each division in a clear prose style. Class attendance was voluntary, and examinations could be taken whenever the student felt ready. With the impetus provided by Hutchins, the Chicago plan became one of the most talked-about reorganizations within higher education It was here that the Great Books curriculum that was conceived at Columbia and which later flourished at St. John's actually developed.

World War II then intervened, but renewed enthusiasm for general education spread throughout the country after the war's conclusion. Deeply concerned about the strength of democracy in a world threatened by fascism and communism, the country welcomed the Harvard report entitled General Education in a Free Society (1945) which mirrored the nation's anxiety and stressed the role of education in the creation of common social values. The Journal of General Education was founded in 1946 as a voice for the movement, and by 1955, probably half the colleges in the U.S were experimenting with some form of general education.

As the century progressed, however, interest in general education waned. The launching of Sputnik in 1957 brought additional funding and prestige to American science and technology. Although Sputnik led to the National Defense Education Act of 1958 which provided government funding for foreign language study and area studies, the arts and the humanities in general became less important to the

national purpose. Under market pressure, the curriculum slowly succumbed to a specialty-based course of study. The revolt against prescription in the 1960s and early '70s further weakened general education. The description proferred by historian Rudolph accurately portrays higher education of the last two decades:

> Concentration was the bread and butter of the vast majority of the professors, the style they knew and approved, the measure of departmental strength and popularity. Breadth, distribution, and general education were the hobby horses of new presidents, ambitious deans, and well-meaning humanists of the sort who were elected to curriculum committees by colleagues as a gesture of token support for the idea of liberal learning. When that gesture collided with the interests of departments and the major field, only occasionally did the general prevail over the special. 32/

Continuing efforts throughout the late 1960s and early 1970s to infuse general education with new life failed on a number of campuses. Between 1969 and 1976, breadth requirements dropped from 43 percent to 34 percent of a typical course of study. 33/ In 1976, more students (68%) considered it essential to obtain "a detailed grasp of a specialized field in college" than to get a "well-rounded" education (57%). 34/ The country no longer placed a premium on liberal learning, it was clearly not a popular notion with most alumni, benefactors, legislators, faculty, or students. A new wave of vocationalism had swept over undergraduate education. Knowledge for its own sake had been transmuted into training for one's own sake.

As the decade of the seventies came to a close, however, interest in general education once again revived. Many reasons account for this resurgence, including a sense both among educators and in the country as a whole that something had gone awry, both educationally and morally. Whether the current interest in general education is a true return to the values as well as the integrated curriculum of an earlier time or simply a temporary aberration in the continuing drive toward specialism and vocationalism remains to be seen.

CONTEMPORARY MODELS

Woodrow Wilson is purported to have complained while president of Princeton University that "reforming a college curriculum is as difficult as moving a graveyard." 35/ It has been observed that the reform of general education may be even more difficult to achieve because some look upon the effort as trying to move the bones back to where they were. 36/

The current effort to revise general education, a complex undertaking made doubly difficult in a time of stress for all of higher education, has elicited intense, sometimes bitter, debate. When Harvard's Report on the Core Curriculum appeared in 1978, it received mixed reviews in both the academic and the popular press. One critic commented that the proposed Cambridge curriculum was "neither original nor particularly distinguished" 37/ and a veteran Harvard faculty member described it as "a political compromise." 38/ Two related documents that have since appeared on a national level, Strength through Wisdom: A Report to the President from the President's Commission on Foreign Language and International Studies, published in November 1979, and The Humanities in American Life: The Report of the Commission on the Humanities, issued in October 1980, have also evoked critical comment. The latter document provoked a headline in the AAHE Bulletin which read "Wanted: Fresher Ideas and More Passion" 39/ as well as editorial disdain from the New York Times Book Review which described the committee as "clearly doing everything it could to avoid rocking any official boats." 40/

Despite the nature of the reviews, attention is once again being paid to what has clearly become a problem not only in the college curriculum but also in national life. The Harvard plan signaled the emergence within higher education of a national discourse on general education, while the Humanities report has served to continue the debate. Called "a very bleak document," 41/ the report rests on the basic premise that "the humanities are widely undervalued and often poorly understood" 42/ in America. Its principal merit may be that it has brought wider recognition to the fact that the United States is now a nation with a declining standard of literacy.

The erosion of educational quality has become public, then, and discussion and debate have been transformed into action and change in many arenas. At the postsecondary level, colleges and universities have assumed a variety of curricular approaches to general education reform. No review of such models can start without mention of Harvard, the catalyst for the current movement. As part of a broad review of the college, a Task Force on the Core Curriculum, chaired by Professor James Q. Wilson, was appointed in the Spring of 1975 and charged with determining "what, if any, intellectual experiences and skills should be required of all students, regardless of their field of concentration, and how the college might best fulfill its obligation to provide a liberal education." The Report on the Core Curriculum was submitted to the faculty in April 1978, and the faculty then voted to establish both a core curriculum requirement and a standing committee to implement it over a four-year period beginning in the Fall of 1979. The purpose of the core curriculum is "to assure that all students, regardless of their special fields of concentration, acquire the knowledge, skills, and habits of thought that the faculty believes to be of general and lasting intellectual

significance." Although called a "core curriculum," the Harvard program does not really fit the traditional definition of a core, i.e., a set of courses required of all students. It has rather been described as "a highly structured distribution requirement." The curriculum is divided into five areas: Literature and the Arts, Historical Study, Social Analysis and Moral Reasoning, Science, and Foreign Cultures. Detailed requirements in each area are as follows:

> Literature and the Arts: one half-course (i.e., one semester course) in literature, one half-course in fine arts or music, and one half-course dealing with humanistic culture in its broader context.
>
> Historical Study: one half-course in Historical Orientation to the Present and one half-course in the Process of History.
>
> Social Analysis and Moral Reasoning: one half-course in Social Analysis and one half-course in Moral Reasoning.
>
> Science: one half-course from a group dealing primarily with the predictive and deductive analyses of natural phenomena through quantitative treatment of their components and one half-course from a group that analyze more complex systems that cannot be fully reduced to the behavior of their components or provide a more descriptive, historical, or evolutionary treatment of aspects of the natural world.
>
> Foreign Cultures: may be met in any one of three ways, each equaling one-half course, or through a full second-year language course.

Many of these courses will be interdisciplinary in nature and will expose Harvard students to another culture, to computers, and to ethical decision making. The core will eventually consist of eighty to one hundred courses. Those already established include "The Function and Criticism of Literature," "The Christianization of the Roman World," "The Theory of a Just War," "The Astronomical Perspective," and "Art, Myth, and Ritual in Africa "

Many other institutions, public and private, large and small, have enacted similar reforms within their general education programs A few examples will be described in order to demonstrate the range of general education models available. This cursory review relies upon information compiled by the Project on General Education Models in Washington, D.C. There has been no attempt to evaluate the success of these programs nor to select them for this report on any basis other than interest in the particular approach and diversity of the whole

The State University of New York at Stony Brook has introduced several novel approaches to integrate its curriculum: a "federation" of courses united by a particular theme; decentralized temporary educational units, a new kind of teaching professional called a "Master Learner" who assists students in integrating different disciplines in a new kind of course called a "Meta-Seminar"; and a team-taught "Core Course." Themes selected thus far have been "World Hunger," "Cities, Utopias, and Environment," "Technology, Values, and Society," and "Social and Ethical Issues in the Life Sciences."

Stanford University requires students to take at least one course in each of seven subject areas: Literature and the Fine Arts; Philosophical, Social, and Religious Thought; Human Development, Behavior, and Language; Social Processes and Institutions; Mathematical Sciences; Natural Sciences; and Technology and Applied Sciences. Students must concentrate on a non-Western culture in at least one of these areas. Stanford freshmen are also required to take part in a Western culture program which offers students seven separate year-long tracks of which they must take one. A common list of Great Works is used which includes Plato, Freud, Darwin, and Machiavelli.

In a two-semester sequence developed jointly by three community college districts--Coast (California), Chicago, and Miami-Dade--students move from the study of contemporary popular culture to an examination of the arts and humanities in historical perspective. Nine humanists from various disciplines designed this course which can be taught either by an individual or in teams. Miami-Dade requires all entering students to take placement tests when they are admitted and to take basic-skills courses if they fail the tests. Effective Fall 1981, all students seeking degrees must take five general education courses from a group of core courses.

This review calls notice to the fact that the definitional obscurity which has plagued general education in theory occurs in practice as well The reform of general education has appeared in many guises ranging from the refurbishing of a tired and disjointed curriculum to a complete reexamination of the very meaning of education. Clearly, there is no "one" model of general education.

The diversity of general education reform is as apparent in institutions within California as in those out-of-state. The University, the State University and Colleges, and the Community

Colleges have traditionally included general education as part of the curriculum, but in all segments, general education has been eclipsed by specialization and has become increasingly neglected and fragmented. Within recent years, however, each system of postsecondary education within the State has turned its attention to general education, and individual campuses have effected changes of varying degrees and kinds.

The University of California

The current Academic Plan for the University of California states that "at the undergraduate level, the University will continue to offer general education emphasizing humanistic values and the development of basic analytical skills that will make possible intelligent responses to the unknown questions of the future rather than narrow vocational training based on short-term views of manpower." Despite this strong affirmation for a broad general education, the University may have fallen victim, nonetheless, to the vocationalism that today permeates higher education. In guidelines issued in Fall 1979 to campuses revising their academic plans, Systemwide Administration asked:

> What plans should your campus make to strengthen general education for undergraduates? The University's traditional emphasis on a general, liberal education for undergraduates should perhaps be reexamined and strengthened in the face of an accelerating trend toward vocationalism and pre-professionalism in higher education. This must be done imaginatively so as to improve the quality of undergraduate programs and at the same time rekindle interest in and commitment to general undergraduate education.

The alarum has sounded, and campuses gradually are responding to the call

General education requirements differ among the eight general campuses of the University. Campus-wide requirements may be found as well as those established by various schools, colleges, and, in some cases, programs. Catalogs for the Santa Cruz, Santa Barbara, Riverside, Los Angeles, and Berkeley campuses all display a fairly standard distribution of breadth requirements among the humanities, natural sciences, and social sciences, and students are faced with a multitude of courses through which they can satisfy their general education requirements. The breadth requirements in the College of Letters and Science at UCLA, for example, can be satisfied from an array of 600 courses. 43/ There appears to be little attempt at consolidation or integration, and the student is left to pursue his or her own curricular meanderings.

UC-Riverside has had its breadth requirements under study for several years by its Academic Senate Committee on Educational Policy. An English requirement of a one-year sequence of college-level instruction in English composition or its equivalent was approved in May 1979. Last Spring, the Educational Policy Committee proposed additional breadth requirements which would enhance students' skills in quantitative reasoning and methods; understanding of ethical arguments and moral issues; appreciation of the arts; understanding of historical development and workings of society; knowledge of methods and concepts in natural sciences; and knowledge of another culture and the ability to communicate in at least one foreign language. Major questions arose about the nature and intent of that proposal at the May 29, 1980, meeting of the campus Senate, questions which the Educational Policy Committee answered at a January 29, 1981, Senate meeting. The proposal continues under study.

At UC-San Diego about forty percent of the courses needed for a degree must be in general education. The campus also has advanced beyond the humanities-social sciences-natural sciences model which is the norm. Yet its requirements are still fairly traditional and allow for the diffusion inherent in sheer numbers. In contrast to San Diego where most of the general education demands may be completed by the end of the fourth semester, UC-Irvine encourages its students to take the general education courses over the full four years with the exception of the upper-division portion of a writing requirement. The general education format at Irvine is also less traditional. Students must complete a year sequence in the following areas: Writing, Natural Sciences; Social and Behavioral Sciences; Humanistic Inquiry; and Foreign Language, Linguistics, Logic, Mathematics, or Computer Science. A year sequence consists of two semesters' work with a minimum of six units of credit or three quarters' work with a minimum of twelve credits. These requirements are new and apply to freshmen entering Irvine in Fall 1980 and thereafter.

Undoubtedly, the most sweeping changes in general education within the University system are those recently proposed by the Davis campus. Described as "the most interesting effort now going on at UC in general education," 44/ the Davis Plan is built upon written, quantitative, and linguistic foundations. In the preliminary plan currently under study, each student must satisfy the English A requirement and thereafter take two courses which stress "the coherent organization and concise expression of thought." These courses need not be given exclusively by the English Department. Students must also complete 15 credit hours from an approved list of courses in mathematics, statistics, computer science, logic, linguistics, and foreign languages. 45/ The core of the Davis Plan, however, lies in three broad areas of knowledge: Civilization and

Culture; Contemporary Societies; and Nature and the Natural Environment. Students would be required to take a two or three course sequence or cluster from an approved list of courses in each of the three programmatic areas. Both course sequences and course clusters involve "connective learning" which is a guiding principle in this plan for general education reform. The Davis Plan also adopts the position that general education courses should extend over the entire undergraduate experience. It is anticipated that the final draft report of the joint Administrative/Senate General Education Steering Committee will be submitted to the Davis Academic Senate during Winter Quarter 1981 and that some courses will be available by Fall 1981. Full implementation is expected to take several years.

A review of the Regents minutes since 1975 reveals little mention of general education until recently. In May 1979, Assistant Vice President Carlton Bovell and Professor Stanley M. Williamson responded to Regental interest in interdisciplinary studies by giving a report on such programs within the University. Although not general education per se, interdisciplinary studies represents a related approach. It was not until May 15, 1980, that general education itself appeared as an agenda item at a meeting of the Committee on Educational Policy. William D. Schaefer, Executive Vice Chancellor and Professor of English at UCLA, presented a paper on "General Education in the University" in which he focused on problems which a research university faces in committing itself to general education. The first is its "widely diverse undergraduate student body that lack a common background." As Schaefer pointed out, ninety percent of UC's 90,000 undergraduates have in their high schools "majored in fragmentation." The second problem is the knowledge explosion "which has resulted in a proliferation of new courses, new majors, even entirely new disciplines." Schaefer feels that a third problem area relates to a faculty who are "at their best when teaching advanced students . . . (and) at their worst when attempting to engage beginning students in those broad-based courses that are the essential starting point for a liberal education." The fourth problem is that of definition. "What might we reasonably expect?" asks Schaefer. He feels that we tamper with requirements without conceptualizing the goal and argues that if a general education is approached "in terms of what and why, the how can come easily "

In June 1980, in response to Professor Schaefer's paper, Regent Kieffer recommended adoption of the following resolution concerning education at the University.

> RESOLVED that the Board of Regents affirms the historic commitment of the University of California to a basic educational policy of providing to undergraduates a broad

general education, emphasizing humanistic values and intellectual breadth and including the required study of science, technology, social sciences, the arts and humanities;

RESOLVED FURTHER that it shall continue to be a primary responsibility of the faculty of the University of California to establish, in furtherance of this policy, basic courses of study, the satisfactory completion of which shall be prerequisite to the granting of undergraduate degrees by the University; and

RESOLVED FURTHER that the President shall report to the Board of Regents at an appropriate time in the future on the status of undergraduate education in the University of California in the context of the aforementioned policy and shall report to the Board of Regents with respect to further plans of the faculty and Chancellor of each campus for strengthening general education in the University.

The resolution was passed.

General education reform at the University of California, with the exception of its Davis and Irvine campuses, appears to represent what one administrator referred to as "a trickle of change." The segment where revision and change are more evident is the State University and Colleges system.

The California State University and Colleges

General education-breadth requirements in the State University and College system were last reviewed and revised in 1968 when the Trustees approved a policy which established a forty-semester-unit minimum general education requirement. At least thirty-two of those units were to be distributed among the natural sciences, social sciences, humanities, and such basic subjects as oral and written communication, logic, mathematics, and statistics. The remaining eight units could be taken in electives so long as each student completed at least two courses in each of the four areas specified. By 1976, there was widespread concern over this general education-breadth policy which many faculty felt allowed for a cafeteria-style approach to general education, an approach resulting in fragmentation rather than in a cohesive integrated body of knowledge.

In January 1977, the Academic Senate adopted a resolution urging Chancellor Glenn Dumke to establish a broadly representative systemwide General Education Task Force to

review current practice and to recommend appropriate change. In early Summer 1977, after consultation with campus and other constituencies, the Chancellor established such a Task Force with membership consisting of seven faculty members nominated by the Academic Senate, three students nominated by the California State Student Association, one campus president, one vice-president for academic affairs, and two members of the Academic Affairs Division of the Chancellor's Office. The Task Force worked for nearly two years before submitting its final report to the Chancellor in April 1979. During its deliberations, Task Force members read widely in the relevant literature, collected descriptions of the general education programs of all nineteen CSUC campuses and those of institutions throughout the country, and consulted extensively with individuals and groups within and without the CSUC system.

A preliminary draft of the proposed revisions was sent to the Community College Chancellor's Office in October 1978. The proposals were also discussed at the September 1979 meeting of the California Community and Junior College Association; at the Community College Counselors' Conference at CSU-Fullerton on March 7, 1980; and at the Southern California Community Colleges Chief Executive Officers' Conference in April 1980. The State University Chancellor also sent the final Task Force report to the Chancellor of the Community Colleges and received the segment's written comments. Representatives from the Community Colleges sat with the State University Task Force during its final deliberations.

In early May 1978, a preliminary draft of the report was sent to all State University campuses for their review and comment. The final report was again circulated to the campuses and to other groups such as the California State Student Association. On January 8, 1980, the revised proposal was submitted by the Chancellor to the systemwide Academic Senate which overwhelmingly approved a resolution endorsing the recommendations at the Senate's May 9 meeting. The Trustees adopted the proposed changes on May 28, 1980.

The core of the Task Force's report consists of a series of comments and related recommendations pertaining to general education. As stated in the report, the purpose of the general education-breadth requirements is "to provide the means whereby graduates

a. will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;

b. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization; and

c. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries."

These objectives are to be met through a program which includes a minimum of forty-eight semester units distributed in the following way:

a. A minimum of nine semester units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

b. A minimum of twelve semester units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

c. A minimum of twelve semester units among the arts, literature, philosophy and foreign languages.

d. A minimum of twelve semester units dealing with human social, political, and economic institutions and behavior and their historical background.

e. A minimum of three semester units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological, social, and psychological entities.

Nine of these units must be at the upper-division level and at least nine must be earned at the campus granting the degree. Within these guidelines, the responsibility is left to each campus to develop its own general education program during the 1980-81 academic year. As of January 30, 1981, three of the nineteen campuses had programs approved by their Academic Senates: San Francisco, San Jose, and Northridge.

On November 1, 1980, the Office of the Chancellor issued Executive Order No. 338 which establishes policies and procedures for the development and implementation of general

education-breadth programs and encourages campuses to give attention to the following:

- to evaluate all approved general education courses already in existence to determine which meet the objectives and particular requirements of the new policy as well as to consider development of new courses as they may be necessary;

- to plan and organize the requirements as interrelated elements, not as isolated fragments;

- to consider organizing the courses into a variety of "cores" or "themes" with underlying unifying rationales and to consider the possibility of integrative courses, especially at the upper-division level, which feature interrelationships among the disciplines;

- to develop programs in terms of educational goals and student needs rather than in terms of traditional titles of academic disciplines and organizational units;

- to provide for reasonable ordering of the requirements so that learning skills can be completed relatively early and integrative experiences relatively later;

- to ensure that courses approved to fulfill the requirements recognize the contributions to knowledge and civilization made by members of various cultural groups and by women; and

- to provide academic advising specifically oriented to general education.

Executive Order No. 338 also addresses learning skills which each student is expected to possess at entrance. By Fall Term 1982 each campus is expected to have determined appropriate entry-level skills for English language and mathematical computations; to have instituted means for determining whether new students possess such skills; to have identified those courses and other means for achieving requisite skill levels where they do not exist; and to have instituted policies and procedures to ensure that baccalaureate credit is not granted for such courses.

The directive concludes by requiring each campus to establish a standing committee of faculty and students to oversee the general education-breadth requirements on that campus A systemwide Advisory Committee, consisting of faculty, staff,

students, and community college representatives, will review and evaluate the requirements from a broader perspective and will provide a forum for the discussion of issues which may emerge after the implementation of the requirements. In the interest of intersegmental cooperation, a special Subcommittee on Certification was established with representation from both the State University and Colleges and the Community Colleges. This Subcommittee recently developed a draft regarding certification of general education-breadth requirements which is discussed in the Issues section of this report.

The revised policies and procedures of the State University system in the area of general education have had far-ranging impact, not only upon its own nineteen campuses but also upon the Community Colleges. Although a relatively small percentage of Community College students transfer to four-year institutions, the State University requirements are seen by some to have serious consequences for California's large and varied system of Community Colleges, both procedurally and philosophically.

The California Community Colleges

Title 5 of the California Administrative Code currently sets fifteen semester units in natural science, social science, humanities, and learning skills such as oral and written communication, logic, mathematics, and statistics as the general education-breadth requirements for Community College students pursuing an associate degree. Within these parameters, there is a wide variety of general education programs to be found among the Community Colleges. A study issued in September 1980, which surveyed the catalogs of fifty Community Colleges within the State, divides their general education programs into four basic models: innovative, additional requirements with structured choice, additional requirements with free choice, and State requirements with free choice. Most Community Colleges in the study fall in the middle two categories. 46/

Los Medanos Community College, located in the Contra Costa Community College District, has probably the most pervasive and demanding general education program as well as the most innovative one in the Community College system. The Los Medanos model consists of three "tiers." The first includes twenty units in intradisciplinary coursework with one course in each of six areas: physical science, biological science, social science, behavioral science, language arts, and humanistic studies. These courses must stress commonalities; include

women's and ethnic perspectives; and must be introductory to the discipline yet related in theory and content to other disciplines within the area of study. Los Medanos students must also take an interdisciplinary course which focuses upon several social issues. In the third tier, students concentrate upon one of the issues. In total, the college requires twenty-six units to be taken in general education.

The Los Medanos model is unique. In comparison, most Community Colleges offer a broad array of courses which satisfy general education requirements but with little reference to any integrative plan. As the aforementioned study points out: "Overall, the result is a series of programs that, when looked at as a whole, seem distorted, unbalanced and lacking in a central theme or definitive goal. There is no statewide consensus on the purpose and/or goals of general education. Subsequently, there is little consensus in the translation of goals into curriculum for general education: one department differs from the next, as one school differs from the next." 47/

The current activity regarding general education within the Community Colleges seems largely to be a consequence of the proposed changes within the State University system. A Chancellor's Advisory Committee on General Education, composed of faculty and administrators, was established in February 1979 to monitor the activities of the State University General Education Task Force and to review Community College Title 5 regulations pertaining to general education requirements for the associate degree. Representatives from this committee sat with the State University Task Force during its final deliberations and currently serve on the State University Chancellor's Advisory Committee on General Education and its Subcommittee on Certification.

The Community College Advisory Committee has devoted most of its time to date on the first of its charges. At its December 2 meeting, however, the Committee devised a set of proposed changes to the current Title 5 regulations. These modifications are underlined in the following paragraphs:

> 51623. Associate Degree. The governing board of a community college district shall confer the associate degree in arts or science upon a student who has completed a three unit course in each of the areas of reading, writing, and mathematics, or who has demonstrated competence, as determined by the college, in each area, and who has satisfactorily completed 60 to 64 semester hours of work in a curriculum which the district accepts toward the

degree (as shown by its catalog) and which includes all of the following minimum requirements, provided that 12 hours of the required credit hours were secured in residence at that community college:

a. 18 semester units of study taken in a discipline or from related disciplines as listed in the Community Colleges "Taxonomy of Programs."

b. 21 semester units of general education which shall include courses as prescribed in the following areas:

1. Physical Science 3 units
2. Biological Science 3 units
3. Social Science 3 units
4. Behavioral Science 3 units
5. Humanities 6 units
6. A three unit college level course in composition and rhetoric which includes both expository and argumentative writing.

It is recommended that a large proportion of the courses which satisfy these general education requirements be transfer courses

The Committee would also have Title 5 contain regulations mandating a process for the periodic review of the college's general education philosophy and program; a college committee separate from the curriculum committee to approve general education courses; and the establishment of criteria by each college for the approval of general education courses with each college filing such a list with the Chancellor's Office.

The Committee widely distributed the proposed changes and received public comment on them at a meeting held February 19 in Los Angeles. Concerns were expressed on the total number of units, the writing requirement, the competency area, and the effect of increased general education requirements on high unit vocational programs. This testimony will be considered at a two day meeting March 26-27 in San Francisco when the Advisory Committee on General Education will attempt to develop a new draft of Title 5 regulations regarding general education. According to the Committee chair, deliberations will then proceed in an as yet undetermined direction. The Committee may hold public meetings in the northern and southern parts of the State or they may solicit comments by correspondence. A report will be presented to the Community College Chancellor for transmission to the Board of Governors by the conclusion of this academic year.

The Chancellor's Office is not the only entity within the Community Colleges interested in general education. The Educational Policy Committee of the State Academic Senate is currently preparing a set of goals, criteria, and disciplines as a model for a general education plan. These materials will be presented at the Spring 1981 session of the Academic Senate when the relationship of general education to an associate degree will be discussed. The Senate will also consider the percentage of time which should be devoted to general education as well as such alternatives as different degrees with varying general education requirements.

The Senate has an extended record of interest in general education. At the Spring 1979 session of the Academic Senate, the Senate recommended that each local senate extensively review and evaluate its general education requirements. At its Spring 1980 session, the Senate endorsed the concept of the Final Report of the State University Task Force on General Education except for the section dealing with certification by other institutions, and identified the general education curriculum as "of vital concern to all faculty and students." The Senate directed even greater energies toward general education during its Fall session held October 30 - November 1, 1980, when the following resolutions were passed:

> BE IT RESOLVED that The Academic Senate recommend to the Chancellor's Advisory Committee on General Education that, in any revision of Title 5, a regulation be included requiring each college, with the approval and involvement of its academic senate, to conduct a systematic review of its general education philosophy and the criteria by which it designates the courses to meet the general education requirements.
>
> BE IT RESOLVED that The Academic Senate recommend to the Chancellor's Advisory Committee on General Education that, in any revision of Title 5, a regulation be included requiring each college to develop and publish in its catalog the criteria, approved by its academic senate, by which it designates the courses to meet general education requirements.
>
> BE IT RESOLVED that The Academic Senate strongly recommend that the criteria used in selection of courses for the associate degree include the concept of breadth of subject matter.
>
> BE IT RESOLVED that The Academic Senate recommend the following two Spring 1979 resolutions be forwarded to the Chancellor's Advisory Committee on General Education:

That the general education requirements for the associate degree include demonstration of proficiency in computational skills by examination or course work as determined by the college department/division in consultation with the local senate, and secondly

That the general education requirements for the associate degree include demonstrated competency in oral and written communication and analytical skills in the English language acquired in a non-remedial course.

BE IT RESOLVED that The Academic Senate recommend that a course in expository writing of at least three semester units be required for the associate degree and that the Educational Policy Committee of the Academic Senate study the question of mathematics and oral communication requirements and report back to the Academic Senate at the Spring 1981 session.

BE IT RESOLVED that The Academic Senate develop a model set of criteria for general education requirements as a reference for local senates to be completed by the Spring 1981 session.

WHEREAS, many community college campuses have yet to discuss, produce, and implement revisions of their general education and associate degree policies,

THEREFORE BE IT RESOLVED that The Academic Senate be responsible in assisting the faculty at these colleges by:

1. Producing an index of general education requirements and associate degree policy revisions as they have been developed at various colleges, and encourage the drafters of these policies to provide annotations and a short narrative of the process of developing those policies, thus making the policies useful to faculty who have not yet started nor completed their general education and associate degree policies, and

2. Mailing this index to all faculty senate presidents and curriculum committee chairs for their guidance and inspiration, providing the address of the college from which the policies and annotation can be obtained, and the names of the principal authors and participants, in the

event that other faculties should desire to follow up on any matters, and

BE IT FURTHER RESOLVED that The Academic Senate endeavor to produce this index as soon as possible, requesting commitments at this meeting from faculty who can provide this material to their colleagues.

Since the Academic Senate of the California Community Colleges can not require but only recommend to its constituencies, there is no certainty that these resolutions will result in action or change.

The California Community and Junior College Association is also concerned about current issues regarding general education. Its Commission on Instruction took a more critical stance on the State University Task Force report than the Academic Senate. In a position paper approved by the CCJCA Board in March 1980, four areas of concern were noted: cost effectiveness; certification of courses for those students who would transfer; flexibility and exploration; and "the desired level of comprehensiveness needed in public higher education." The paper suggests that cost effectiveness might be better served by improving courses that are currently required rather than adding new ones and warns against rescinding Executive Order 167 that governs certification procedures. The CCJCA took two additional positions: that flexibility might be lost by placing further restrictions on student choice and that the recommendations drive a "wedge" between the liberal arts and occupational programs.

The Community College Chancellor's Office, the Academic Senate, and the California Community and Junior College Association all appear to have varying points of view about general education reform within the segment and about certification procedures between the segments.

Summary of Segmental Activities

As evidenced in the preceding sections, there is a widely disparate degree of activity regarding general education in the State's three segments of postsecondary education. The Regents of the University of California recently discussed general education, yet reexamination and revision of general education requirements seem to be occurring only gradually on most University campuses. The most significant reform has taken place within the California State University and College system where the following committees are active and the following proposals are either in effect or pending:

The Task Force on General Education spent two years preparing the Report of the Task Force on General Education which recommended changes to Title 5 regulations regarding general

education-breadth requirements in the State University. These changes were approved by the Board of Trustees in May 1980.

Executive Order No. 338 establishes policies and procedures for the implementation of the new requirements and became effective November 1, 1980.

The Chancellor's Advisory Committee on General Education, which includes Community College representatives, was established to review and propose any necessary revisions in the objectives, requirements, and implementation of the general education-breadth policy systemwide; to continue to study general education policies and practices inside and outside the system; and to report annually to the Chancellor and the Board of Trustees.

The Subcommittee on Certification, which also includes Community College representation, issued a draft Executive Order (AAPEO-11) setting forth procedures whereby accredited institutions, particularly Community Colleges, may certify completion of portions of the State University general education-breadth requirements in accordance with Board of Trustee policy. Certification will be treated more fully in the Issues section of this report.

The Committee on Executive Order No. 167 is also described in the Issues section of this study. Executive Order No. 167 governs certification of all baccalaureate-level courses. The Committee includes Community College members. No report has been issued to date.

The California Community Colleges as a segment do not appear to have effected any significant general education reform to date, although several Community Colleges have been actively involved in reviewing and revising their general education programs. Among these colleges are Chaffey, Cuyamaca, Grossmont, Indian Valley, Los Angeles Valley, Los Medanos, Mt. San Antonio, Palomar, and Skyline. The Community Colleges have participated in the above-mentioned State University committees and the Chancellor of the Community Colleges appointed an Advisory Committee on General Education which in December proposed changes to Title 5 regulations regarding general education-breadth requirements for the Community Colleges; this proposal is currently under review. This Committee also reviewed the certification changes proposed by the State University. The Educational Policy Committee of the Community College Academic Senate will present a general education model to the Senate at their Spring meeting.

ISSUES

The issues arising from this exploratory study of general education fall into two categories: segmental issues resulting from specific events occurring now throughout the State and theoretical or philosophical issues which may be of greater long-range importance to general education reform but which are often overlooked in the effort to resolve more immediate problems.

The most apparent issue which has arisen from the State University's modifications to its general education requirements is that of certification. The Task Force report would have limited the authority of an institution previously attended to certify courses as meeting State University general education-breadth requirements to those courses completed at the certifying institution. This language was proposed because members of the Task Force felt that the common practice of one institution's certifying the units taken at another worked against the integrity of the certification process. As a result of discussions with Community College personnel, however, it was concluded that the phrase in question was too explicit for inclusion in Title 5 regulations and that the situation could be better resolved through discussion between the segments. The final sentence of Title 5, section 40405.3 was thus changed to read: "Such certification shall be in terms of explicit objectives and procedures issued by the Chancellor," with the section no longer mentioning any limits to certification. The segments agreed that the present procedures should not be changed without full consideration of the matter by a special committee consisting of both State University and Community College representatives. Accordingly, such a committee was established in November 1980 by the State University Chancellor's Advisory Committee on General Education. Under the aegis of the Advisory Committee, this Subcommittee on Certification circulated draft Executive Order AAPEO-11 to the field for review and comment by February 15.

The Subcommittee's recommendations in this draft Executive Order rest upon four premises: (1) that students should be able to transfer from one institution to another without unreasonable loss of credit or time; (2) that the faculty of the institution granting the baccalaureate degree are primarily responsible for maintaining the integrity of the degree program and determining when requirements have been met; (3) that the faculty of an institution offering baccalaureate degree level courses are best qualified to judge when those courses or equivalent examinations meet particular goals or objectives; and (4) that there ordinarily be a high degree of reciprocity. The Committee recommended that the Community Colleges send the Chancellor of the State University a preliminary list of courses meeting general education requirements by May of this year. A Subcommittee of the General Education Advisory Committee,

consisting of seven members including four State University faculty and three Community College faculty, would then conduct an informal review and advise the Chancellor on the list's consistency with Board of Trustee policy. A specific challenge procedure was also suggested. Although the original Task Force on General Education-Breadth concluded that certification should continue, their feeling that present policy did not include adequate safeguards appears to be the guiding principle behind the recommendations in this draft.

At a special meeting of the Community College Chancellor's Advisory Committee on General Education, called January 27 in San Francisco to review the proposed guidelines on certification, Community College representatives argued not only with the impending deadline but also with the content and underlying philosophy of the draft. The Committee recommended to the Chancellor that he request a one year's delay in the implementation of the revised general education regulations and that he also request continuing study and revision of the certification process. The matter was referred to the Chancellor's level in both segments.

Since Executive Order AAPEO-11 was issued, two further drafts regarding certification procedures have been developed and discussed. State University Assistant Vice Chancellor Robert Bess, who has been designated to coordinate all system-level activities regarding general education and related matters, has met with representatives of the State University and the Community Colleges, and feels that progress has been made in alleviating the high degree of anxiety which the first draft elicited in Community College officials. Although the general substance of the most recent draft (March 5) remains the same as that of AAPEO-11, a cover memo is now included which specifies interim certification procedures for 1981-82. The preliminary list of courses meeting general education requirements would be submitted by November 15 instead of this May and the official list would be required by April, 1982 The challenge procedures remain substantially the same although the challenge stage would be preceded by an informal process during which every effort would be made to resolve differences. This most recent draft must still meet additional internal review and will be issued formally within the month.

Another State University Committee with Community College representation has been reviewing Executive Order No. 167 which governs course certification and enables Community Colleges to certify baccalaureate-level coursework. This Committee was charged to determine whether Executive Order No. 167, now approximately ten years old, had achieved its purpose; whether revisions should be made; and whether recommendations for changes were necessary Comments have been solicited from all campuses within both the State University and the Community College systems. The co-chair of this

Committee anticipates that a report will be issued before Summer 1981.

Although greatly overshadowed by the certification issue, other concerns have been raised concerning the new State University general education requirements. The Community College Chancellor's Office earlier questioned the disallowance of "double counting" for the United States History, Constitution, and American Ideals requirement. The State University responded that double counting of courses for general education-breadth requirements, major requirements, and prerequisites was allowable but only after each campus gave careful consideration to the impact of such actions on their general education programs and, in some cases, only after approval was provided through campus-wide curricular processes The Community Colleges also questioned the increase from forty to forty-eight general education units; no change on this point was made by the State University.

The issue most frequently cited as troublesome by the State University campuses themselves was the increase in unit requirements, especially as that increase affected high-unit professional majors such as engineering, business, and agriculture. These concerns were met within the plan both by the double counting mechanism and by the clause allowing the Chancellor to grant exceptions to one or more requirements for students completing a particular program. Such waivers will be clearly exceptional but do allow campuses some flexibility.

Although certification and the closely related matter of articulation appear to be the major issues involved in the current interplay between the State University and the Community Colleges, they conceal two issues of greater import to postsecondary education in California. The first issue is the question of segmental autonomy. Even allowing for abuses in the certification process, which some individuals argue have occurred frequently in the past, can the State University and Colleges require the Community Colleges to adhere to regulations devised by the former, albeit with consultation, but which affect the latter? What would happen if the Community Colleges simply refused to accept any but cosmetic changes to the present certification procedures? The scenario provides ample opportunity for confrontation.

On the other hand, if courses are being certified with little integrity or even with little organizational comprehensiveness, and no change is being effected by the Community Colleges, is it the responsibility of the State University to effect change indirectly where change is due? As mentioned previously, the current activity regarding general education within the Community Colleges seems largely to be a reaction to the proposed changes within the State

University system rather than the direct result of any desire for constructive change initiated by the Community Colleges themselves. Unless the Community Colleges wish to remain reactive, they also need to assume a position of active leadership in the area of general education while recognizing the need for flexibility and compromise if the State's system of higher education is to work on behalf of the students.

A derivative issue to segmental autonomy is that of local autonomy versus central control in the Community Colleges. If campuses are opposed to any additional changes imposed by Title 5 regulations, neither do they want intervention from the Chancellor's Office. The tension inherent in the very organization of the Community Colleges has become evident in the debate over general education reform.

This tension is the second issue obscured by the debate over certification. There appear to be serious differences on policy issues between Community College administrators and faculty; between the faculty as a whole and its Academic Senate; and between the liberal arts faculty and the vocational/occupational education faculty. The result of these differences is that many voices speak for the Community College on many issues, including general education.

The Academic Senate has demonstrated continuing support for the concept of general education and the need for its revitalization. The Senate has also largely supported the State University recommendations and has voiced few reservations regarding certification. In a memo recently prepared for the Community College Board of Governors, the Chair of the Senate's Educational Policy Committee identified three issues which need further attention: (1) the variations in the general education patterns proposed by the nineteen State University campuses to implement the systemwide regulations; (2) clarification of some ambiguities in Title 5 language; and (3) satisfactory finalization of the procedures to implement and review the certification process. In a February 13 letter to Chancellor Dumke, the Executive Committee of the Academic Senate asked that the State University reconsider the necessity that certifiable courses be completed at the certifying institution and suggested changes in language that would clarify procedures. The Executive Committee has urged all local senates to complete their lists of courses which meet general education objectives by the end of this academic year. They have also recommended that the president of each faculty senate sign off on the completed list. The need for action on several of these recommendations has been obviated by the new draft Executive Order on certification.

Administrators, on the other hand, whether on campus or in the Chancellor's Office, appear to be generally opposed to the proposed

changes as they affect the Community Colleges. Their opposition appears to be based primarily upon the principle of institutional and segmental autonomy. 48/ Since campus administrators have traditionally taken a greater part in curricular decisions in the Community Colleges than they have in either the University or the State University systems, the disagreement now perceived between Community College administration and faculty may arise less from the certification issue itself than from a struggle between them for power.

The question of whether the Academic Senate represents all faculty or only a vocal minority also arises as does the apparent division between the humanities faculty who predominate in the Academic Senate and a less visible vocational education faculty who are apprehensive that the imposition of additional general education requirements may result in diminished stature for their programs and in hardship for their students.

The certification issue which ostensibly concerns two segments is, then, an issue which reveals some problems of governance within the Community Colleges. Beyond these segmental matters, there are also theoretical issues which are in large measure the result of a changing educational environment. A description of these issues follows.

The question of whether or not the current general education movement will succeed at all is problematic at best. In the historical context developed earlier, resurgence of interest in general education has always occurred after a period of national crisis and, in all but liberal arts colleges, with an intensity which has been sustained each time for progressively shorter periods of time. The first such period had its tentative beginnings shortly before World War I, expanded after the war, and continued in a relatively uninterrupted fashion until the early 1930s. After a hiatus of over ten years, a period of major domestic and international upheavals, general education sprang to the fore once again in 1945 and remained an important component of higher education until the launching of Sputnik in 1957 when science, technology, and specialization crowded a more liberal learning out of the curriculum. It took twenty years for the curriculum to fragment to the point that higher education and finally the country as a whole began to take both notice and action in the late 1970s. This latest period of general education reform has been in existence for only a short time. If the past pattern of diminishing interest continues, general education reform may last only until the middle of the decade before it too dwindles, and general education is left to languish.

To succeed on a long-term basis, the contemporary movement must also overcome tremendous odds that earlier efforts did not face. There is

less and less agreement on what knowledge is most worth having. Demographic changes have substantially altered the character of higher education. Private colleges and universities, where general education has traditionally flourished, dominated higher education nationally in 1945, both numerically and in influence. Today, private institutions nationwide enroll less than one-quarter of all students. California's independent colleges and universities serve an estimated 195,000 out of over 1.5 million students enrolled in the State. Private institutions have given way to public systems of higher education which have a vastly more differentiated student body. Principles of access and affirmative action have resulted in a mass system of higher education where large numbers of women, ethnic minorities, adults, and part-time, poorly prepared, foreign, and handicapped students are enrolled. The picture has been changed too by the development of the two-year college, a system of higher education which is attuned to community needs and which attracts larger numbers of first-generation college students. In addition, education can no longer assume a common standard of pre-collegiate preparation or post-collegiate goals. It is commonly believed that many students are inadequately prepared at the elementary and secondary levels. Many of the students in both two-year and four-year institutions exhibit a career orientation and a spirit of vocationalism unequaled in the history of higher education. As Whitehead observed, ". . . the specialist side of education presents an easier problem than does the provision of a general education . . . the chief reason is that the specialist study is normally a study of peculiar interest to the student. He is studying it because, for some reason, he wants to know it. This makes all the difference." 49/ Economic realities have forced students to be job-oriented and contemporary culture has taught them to value that which gives immediate gratification. General education, particularly if it is given a somewhat elitist and separatist connotation, does not fit comfortably in such a scheme.

Specialization within the faculty is also an obstacle to general education reform. Most faculty members, particularly in four-year colleges and universities, bear allegiance to their disciplines rather than to their departments or their institutions. A discipline-centered curriculum, although necessary to the major, tends to work at cross-purposes to general education. Moreover, there are currently few institutional incentives to encourage faculty involvement in general education. The reward system for teaching as well as for research is predicated upon demonstrated excellence in an academic specialty or subspecialty, not upon an integrated approach to learning. In addition, most faculty members today are products of a graduate system built upon specialization. As a result of their own educational background, they may equate general education with the humanities and may also lack the facility to teach their courses in the general education mode. The attitude

of entitlement which arose in the last decade has also had its influences on the professoriate. Some faculty today are unwilling to assume the additional responsibilities which general education may entail without receipt of additional resources. As collective bargaining becomes more prevalent, there is the possibility that this position may become formalized.

It is difficult to be optimistic about the fate of today's general education movement which has been compared to swimming upstream against the current. Yet one can observe some encouraging signs. There is a national acknowledgment that education has failed somewhere as institutions are producing degree holders who cannot read or write, let alone look at a painting or listen to music with some understanding. There is a mounting concern over the functional illiteracy and cultural ignorance of many citizens, and this concern has resulted in discussion and action at many levels. A straitened economy which has limited the role education has traditionally played in achieving upward mobility may force students to review their long-term goals with more than a specific career objective in mind. Students are also beginning to recognize that individuals change careers several times during their lives and that they may indeed need Hutchins' "power in and over the unpredictable future." Although Hutchins may have disavowed vocational training as a function of the college, he may also have recognized that in the long-run general education can be the best vocational training of all. To paraphrase the president of a comprehensive college mandated to be sixty percent vocational, general education is "the glue that holds the place together." 50/ It may also be the glue that holds people together.

A recent study of Purdue engineering graduates who were asked what their education did not give them revealed a fundamental human need for general education. Those individuals who had graduated five years earlier felt that their education had not been practical enough. Graduates of five to ten years duration said that there had not been enough science required in their course of study. Those who had received degrees ten to twenty years earlier observed that their education had not adequately covered economics, English, psychology, and other human, social, and political dimensions. Finally, graduates of twenty-five to thirty years responded that they lacked a humanities background as well as an understanding of what life was all about. 51/ The Purdue study indicates that regardless of inclinations at the time, students often recognize the inadequacy of their educations too late, a fact which suggests that some curriculum ought to be required. Unless students who have not been traditionally enrolled in college and who often come from homes where educational and cultural influences are not strong are guided into general education, such students will stand at a distinct disadvantage to their historically better educated peers. They will

be relegated to another kind of second-class citizenship regardless of the common denominator of a college degree.

As for the faculty who usually have a vested interest in maintaining the status quo and who view innovation or change with at least a modicum of suspicion, only strong leadership for the general education concept will save the reform effort from failure, for its success ultimately rests in the support of each institution's faculty. Several strategies may be employed to enhance the possibilities for such support. Faculty may be involved from the outset, thus making the reform a faculty initiative rather than an administrative fiat; strong administrative leadership may be exerted by respected figures usually at the academic vice president, vice chancellor, or dean level; and inducements can be offered such as additional departmental resources or faculty development

General education and specialized education are not necessarily in conflict. They are rather poised in a creative tension which may be enriching to both. But unless general education reform is approached with energy, imagination, tolerance, flexibility, and an understanding of what has gone before, the "fatal disconnection" to which Whitehead refers will continue and no balance will be struck 52/ There are no ultimate answers to the more philosophical questions which have been raised by this study. What is hoped is that some understanding of the past may illuminate enough of the present so that thoughtful decisions can be made for the future, for as Charles Wegener points out: "What is at stake, quite brutally and simply, is what sort of life one is to lead and what sort of person one is to become." 53/

FURTHER DEVELOPMENTS IN GENERAL EDUCATION. OCTOBER 1981 UPDATE

Several developments have occurred in the segments and nationally since the presentation of the previous information to the Policy Development Committee of the California Postsecondary Education Commission in March 1981, while several policy issues remain unresolved.

Further Developments in the Segments

The material in this section is derived largely from those comments which the Commission invited on its report and from recent discussions with the segments. No written response has as yet been received from the Chancellor's Office of the California Community Colleges.

University of California· In its response to the Commission's request for comments, the University provided a summary of recent campus developments in general education. This information was not available from the systemwide offices when the Commission's original report was being prepared. In brief, all campuses have reviewed their general education requirements at diverse times from 1975 to the present and have revised these requirements in varying measure. These campus summaries can be found in an attachment to this report on pp. 39-42.

California State University and Colleges: The response from the State University refers to the content of the Commission's report as "a fair and reasonably complete description of our recent activity in this area." The following points serve to update these activities since issuance of the original report·

1. The State University's June 30, 1981, deadline for receiving interim lists of courses meeting their general education requirements for the 1981-82 academic year was met by the Community Colleges. State University adoption of these interim procedures was one of the outcomes of its extensive consultation with the Community Colleges.

2. Executive Order 342, an earlier draft of which was mentioned in the Commission's original report as Executive Order AAPEO-11, established a November 15 deadline for receiving preliminary lists of courses and examinations which each participating institution believes will meet State University general education requirements, including the areas and objectives to which each course relates and the number of credits the college proposes to assign to such areas. These preliminary lists will be informally reviewed and each institution will be advised by January 15, 1982, concerning any inconsistencies with Board of Trustees policy. The aforementioned June list could serve as an institution's November list if the campus so advises appropriate personnel within the State University system.

3. Following this preliminary review, each campus should provide by April 1, 1982, a list of all courses and examinations which the institution intends to utilize in certifying completion of general education-breadth requirements to the State University Chancellor's Office and to each State University campus.

4. Every State University campus has provided the Chancellor's Office with a revised general education program for its students. A number of these programs are at an interim stage. In a very few cases, programs are out of compliance with Board

of Trustees policy; in others, the campus is merely working on further revisions.

5. The Community Colleges are being asked to send the State University whatever information is given to students regarding their general education requirements. The purpose of this request is to encourage the principle of partnership between the segments, with regard not only to the content of general education but also to the process.

California Community Colleges: The Chancellor's General Education Advisory Committee has prepared a revision of Title 5 regulations regarding general education requirements for the Community Colleges. The draft proposal recommends that students receiving an associate degree complete a minimum of 18 semester or 27 quarter units of general education including a minimum of three semester or four quarter units in natural sciences, in social and behavioral sciences, in humanities, and in written composition. Current Title 5 regulations stipulate 15 semester units and include written composition as a course within a broader category called Learning Skills. The new proposal differs from the changes suggested by the Chancellor's Advisory Committee last December which prescribed 21 semester units in six general areas.

Two informational meetings will be convened in October to allow all interested parties the opportunity to discuss the proposed revisions and to recommend changes. It is hoped that Title 5 can be amended by the Board of Governors in December with implementation scheduled for June 1982.

In the opinion of one Community College administrator, individual campuses might wait to review their own programs until new Title 5 regulations are in place. The Commission report noted last March, however, that several Community Colleges were actively involved in reviewing and revising their general education programs. Several other campuses have also embarked upon such review, undoubtedly in response to the State University requirement that preliminary lists be submitted by November 15.

The Academic Senate for the California Community Colleges devoted much of its Spring 1981 meeting to the topic of general education and will hold a workshop on general education during its fall session next month. The Senate's principal speaker in the spring, Constance Carroll, president of Indian Valley Colleges, urged the faculty to "reassert their pre-eminence in all matters pertaining to the curriculum" and observed a number of factors which prevent "the exercise of vision and . . . the willingness to take creative risks" on the part of local boards and local administrations. Yet in response to the Commission's request for comments, the 1980-81

Executive Committee of the Senate, although congratulating the Commission on its "excellent compilation and analysis of the historical and contemporary trends in . . . general education," raised disagreement with several points in the Commission's report, particularly those sections having to do with power and governance. The Commission staff has considered these comments and similar ones raised by the Association of California Community College Administrators. It is clear that the question of governance is a perennial issue which appears in many forms and may indeed warrant further attention by the Commission.

Another development regarding general education at the Community College level is the Task Force on General Education-Breadth Requirements established last spring by the California Community and Junior College Association to monitor implementation of the State University's new general education requirements. As part of this function, the Association recently distributed a survey which attempts to identify the major effects experienced by the Community Colleges in implementing the two State University Executive Orders concerning general education. The initial results from the survey will be presented at the Association's 1981 Annual Conference.

Further National Developments

There has been a continuing examination of general education on the part of colleges and universities across the country in the six months since issuance of the Commission report, as hundreds of institutions rework their curricula Dr. Jerry Gaff, director of the Project on General Education Models in Washington, D.C., while directing a seminar on general education for Commission staff, described a number of general education programs nationally. He also observed that, despite obvious obstacles, there is reason to be optimistic about today's general education reform movement. Institutions are taking it seriously and are having to exercise their ingenuity to reform general education internally with the fiscal constraints imposed externally. Perhaps the Sloan Foundation's recent announcement of a plan to produce "technologically literate citizens capable of quantitative and analytical thinking" signals the entry of new outside sources of funding for the liberal arts.

Books, journal articles, and newspaper accounts of general education reform continue to appear. Probably the most important publication to be issued in these last few months has been the Carnegie Foundation essay by Ernest Boyer and Arthur Levine, A Quest for Common Learning· The Aims of General Education. This essay compares general education to "a spare room that has no precise function" and observes that "it is much easier to keep the door closed than to rethink the room's uses" (p. 3). The publication was introduced by

the Carnegie Foundation at a symposium last April when such distinguished educators as Frederick Rudolph, Lewis Thomas, and Fred Hechinger met at the University of Chicago to discuss the current revival of interest in general education. A videocassette of the symposium will be shown to the Committee at its October meeting.

Unresolved Policy Issues

The Commission report on general education observed that there were two categories of issues arising from the study: segmental issues resulting from specific events occurring throughout the State and theoretical or philosophical issues which might actually be of greater long-range importance to general education reform but which are often overlooked in the effort to resolve more immediate problems.

Nearly every response to the Commission report spoke to the segmental issues involved rather than to the philosophical and long-range implications of general education reform within the State's public postsecondary institutions. There appears to be the need, then, for continued monitoring by the Commission of general education activities and the theoretical and philosophical issues involved. As a faculty committee at one institution has commented, "general education is not something that should be attacked periodically and left to languish in the interim, but something that needs constant care, prodding, and nurturing."

Turning from the more generalized issues to the specific ones raised by the report, segmental issues of autonomy and governance remain largely unresolved. It appears, however, that the segments are now working more closely together to resolve the issues of certification and articulation prompted by the State University's changes to its general education requirements and to its certification procedures. Indeed, the difficulties encountered last year regarding these matters and the work that went into resolving them seem to have contributed toward a spirit of increased cooperation among the segments, particularly among the faculty senates.

Los Angeles: In 1979, a committee was appointed by the Dean of the College of Letters and Science to develop a new approach to undergraduate education to replace the current breadth requirements. The committee has proposed a new "core curriculum" with courses grouped in four areas: natural sciences and mathematics; social and historical studies; literary and cultural studies; and moral reasoning. The committee envisions a logical progression within the core curriculum but one which allows flexibility to accommodate the needs and interests of individual students. Interdisciplinary and comparative approaches would be encouraged in the development of core courses, and the program, as proposed, would be overseen by a standing Core Curriculum Committee, the membership of which would be drawn from all the divisions of the faculty.

The committee's proposal is under discussion by the College's Executive Committee.

Riverside: By adopting a major revision of its breadth requirements (on May 5, 1981), the campus has taken a significant step toward increasing the breadth and coherence of the general education of students at Riverside. Briefly outlined, the new breadth requirements consist of: a one-year sequence (three courses) in English composition beyond the Subject A level; five courses in natural sciences, including at least one course each in the biological sciences, physical sciences, and mathematics, statistics, or computer science; five courses in the humanities for the A.B. degree, three for the B.S. degree; and four courses in the social sciences for the A.B. degree, three for the B.S. degree. Development of these requirements represented a coordinated effort supported by UCR faculty, students, alumni, and the campus administration, and the effort was encouraged by the Regents' resolution of June, 1980 on general education, quoted on page 16 of the CPEC report.

San Diego: The portion of the CPEC report devoted to the San Diego campus (three sentences on page 14) requires revision. A student at Revelle College, for example, takes a one-year humanities sequence with practice in writing, one year of social sciences, an additional year of humanities or social sciences, one year of mathematics, five quarter courses on physical and biological sciences, a course in fine arts, a foreign language sequence, and a minor in the upper division. The other three colleges at San Diego are designed with three other general education philosophies. Muir College requires its students to take four one-year sequences from four different disciplinary areas with balance between the sciences, humanities, and arts. Third College chooses a social science sequence with emphasis on more immediate social concerns, a natural science sequence with one course each in introductory physics, chemistry, and calculus (or computer science and statistics) and an additional sequence in any area other than the physical sciences. The program of Warren College is designed to facilitate pre-professional training and has the least

number of general education requirements. Besides two courses in calculus, computer science, or logic, there are two "minors", each with six courses (three in lower division and three in upper division), with the aim of broadening the educational horizon beyond a student's major and doing so in more depth than is possible in a freshman sequence. All four colleges have writing programs in addition to these breadth requirements.

Santa Barbara: For the past three years, beginning in Fall Quarter, 1978, the General Education Committee (a standing committee of the Santa Barbara Division of the Academic Senate) has reviewed the campus' current undergraduate program with the objective of proposing a tighter, more integrated plan. During the 1981-82 academic year, the Santa Barbara faculty will be asked to approve the proposal, the broad outline of which is now completed. The objectives of the general education program at UCSB are: To provide an understanding of the methods and philosophy of science; to develop an appreciation of the arts and literature by such means as historical study, analysis, and creative activity; to give a perspective on civilization through the study of human history and thought; to develop an awareness and appreciation of cultural diversity; and to provide an understanding of the mutual relationship of individuals and groups as social, economic, and political beings. These objectives will be implemented by means of the following requirements: Twenty units in the area of arts and literature; 16 units in the area of civilization [eight units in western civilization and eight units devoted to non-western civilization(s)]; nine units in the area of social science; and twelve to sixteen units in the area of science and technology, including four units each in biological sciences, physical sciences, and quantitative relationships and scientific method. Thus, the Santa Barbara General Education Program, if approved and implemented in this form, would account for sixty units of the one hundred eighty units required for graduation.

Santa Cruz: The campus breadth requirements, which must be satisfied for graduation, are designed to support the campus' goal of general education. A student must, within the first two years, take three courses in each of the three divisions of Humanities, Social Sciences, and Natural Sciences. Further refinements include the requirement of a "Foundation Seminar" in the Humanities, a small class emphasizing critical thinking and writing; a minimal spread across disciplines in the Social Sciences; and a "qualitative-quantitative" spread in the Natural Sciences. In all three divisions, the specific courses that can satisfy the breadth requirement are designated in the General Catalogue. Meeting the breadth requirement insures each student's introduction to a variety of subject matter and approach early in his or her University experience and systematic training in close reading, expository writing, and quantitative analysis.

In addition, the Committee on Educational Policy has for the last two years been considering the problems of general education. The committee has developed a proposal for consideration of the Academic Senate in the Fall Quarter, 1981. If approved, the general education program would consist of two three-quarter campus-wide required freshman courses, one in world civilization involving faculty from Social Sciences and Humanities and Arts, and one involving faculty from Natural Sciences. Implementation of these ambitious proposals will require extensive commitment on the part of the Santa Cruz faculty.

SUGGESTED READINGS

Anyone interested in placing the current general education movement in context may wish to refer to the following publications. These documents, particularly those cited in the footnotes, have served as valuable resources to Commission staff in preparing this report

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1/ JB Lon Hefferlin, Dynamics of Academic Reform (San Francisco: Jossey-Bass, 1969), pp. 55-56.

2/ Albert Einstein, Out of My Later Years, 1950.

3/ The Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum: A Contemporary Review with Suggestions (San Francisco: Jossey-Bass, 1977), pp. 167-179.

4/ Frederick Rudolph, Curriculum: A History of the American Undergraduate Course of Study Since 1636 (San Francisco: Jossey-Bass, 1977), p. 1.

5/ The Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum, p 164.

6/ Arthur Levine, Handbook on Undergraduate Curriculum (San Francisco: Jossey-Bass, 1978), p. 4.

7/ R. Thomas, The Search for a Common Learning: General Education 1800-1960 (New York: McGraw-Hill, 1962), p. 68.

8/ Earl J. McGrath, General Education and the Plight of Modern Man (Indianapolis, Indiana: The Lilly Endowment, Inc., 1976), p. 20.

9/ Arthur Levine, Handbook on Undergraduate Curriculum, pp. 4-5.

10/ The International Encyclopedia of Higher Education, 1977, I, 390a.

11/ The Great Core Curriculum Debate: Education as a Mirror of Culture (New York: Change Magazine Press, 1979).

12/ Frederick Rudolph, Curriculum, p. 231

13/ Alfred North Whitehead, "The Aims of Education" in The Continuing Debate: Essays on Education, ed. Leslie A. Fiedler and Jacob Vinocur (New York: St Martin's Press, 1964), p. 230.

14/ Alfred North Whitehead, The Aims of Education (New York: Macmillan Publishing Company, 1929), p. 48.

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16/ Ibid., p. 231.

17/ Robert Maynard Hutchins, "The Higher Learning" in The Continuing Debate, ed. Leslie A. Fiedler and Jacob Vinocur, p. 237.

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19/ Ibid., p. 240.

20/ Robert M. Hutchins, "Second Edition/The Idea of a College," The Center Magazine, Vol. V, No. 3, May/June 1972, p. 45.

21/ Ibid., p 46.

22/ Daniel Sloan, "The Teaching of Ethics," in Education and Values, ed. Daniel Sloan (New York: Teachers College Press, 1980) p. 241.

23/ Martin Kaplan, ed., What Is An Educated Person? The Decades Ahead (New York: Praeger, 1980), p. 121.

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25/ Clifton F. Conrad and Jean C Wyer, Liberal Education in Transition, AAHE-ERIC/Higher Education Research Report No. 3, 1980 (Washington, D.C.), pp 5-6.

26/ Frederick Rudolph, The American College and University: A History (New York. Knopf, 1962), p. 25.

27/ Ibid., p. 12.

28/ Frederick Rudolph, Curriculum, p. 53.

29/ Frederick Rudolph, The American College and University, p. 43.

30/ Frederick Rudolph, Curriculum, p. 165.

31/ Frederick Rudolph, The American College and University, p. 455.

32/ Frederick Rudolph, Curriculum, p. 253.

33/ Arthur Levine, Handbook on Undergraduate Curriculum, p. 18.

34/ The Carnegie Foundation for the Advancement of Teaching, Missions of the College Curriculum, p. 183.

35/ Jerry G. Gaff, and others, General Education: Issues and Resources (Washington, D.C.: The Project on General Education Models, The Association of American Colleges, 1980), p. 102.

36/ Leon Mayhew, Vice Chancellor, Academic Affairs, University of California at Davis, Presentation to the Regents of the University of California, January 15, 1981.

37/ Barry O'Connell, "Where Does Harvard Lead Us?" in The Great Core Curriculum Debate: Education as a Mirror of Culture (New York: Change Magazine Press, 1979), p. 28.

38/ Alvin P. Sanoff, "Reaffirming Intellectual Standards," Educational Record, Spring 1980, 13.

39/ AAHE Bulletin, American Association for Higher Education, Vol. 33, No. 3, November 1980.

40/ Hilton Kramer, The New York Times Book Review, December 28, 1980, p. 11.

41/ Ibid., p. 10.

42/ Ibid.

43/ Such proliferation is not unusual. At one time, more than 2,000 courses met Stanford's general education requirements, a system which President Richard Lyman compared to "a leaky sieve." On one of the State University and Colleges campuses, there are currently 2,500 courses a student can take to satisfy general education requirements.

44/ Donald Swain, Academic Vice President, University of California, Presentation to the Regents of the University of California, January 15, 1981.

45/ This portion of the Plan is under careful review.

46/ Yolanda Bellisimo, General Education in the California Junior Colleges. A Report for the Indian Valley Colleges Academic Planning Council, September 1980

47/ Ibid., p. 29.

48/ The CCJCA also appears to be upholding the principle of autonomy

49/ Alfred North Whitehead, "The Aims of Education," in The Continuing Debate, ed. Leslie A. Fiedler and Jacob Vinocur, p. 230.

50/ The Humanities in Two-Year Colleges: What Affects the Program? Center for the Study of Community Colleges and ERIC Clearinghouse for Junior Colleges, Winter 1978 (University of California, Los Angeles), p. 27.

51/ Interview with Leon Mayhew, Vice Chancellor, Academic Affairs, University of California at Davis, December 18, 1980.

52/ Alfred North Whitehead, "The Aims of Education," in The Continuing Debate, ed. Leslie A. Fiedler and Jacob Vinocur, p 225.

53/ Charles Wegener, Liberal Education and the Modern University (Chicago: The University of Chicago Press, 1978), p. 113.

This report stems from the interest of the California Postsecondary Education Commission in general education as a phenomenon of historic, national, and statewide significance. On March 16, 1981, the Commission's Policy Development Committee considered an earlier version of the report and requested that the staff of the Commission present a further account of recent developments in general education at a later date. The staff invited comments on the report from the segments of California higher education and interested individuals, and on October 18 presented the Committee with a summary of these responses and of further developments in general education. That update appears on pp. 34-38 of this report, which otherwise differs only slightly from the March version. The update should be read along with the earlier pages for a current description of general education activities within California.

The Commission was created by the Legislature and the Governor in 1974 to coordinate and plan for education in California beyond the high school As a state agency, it is responsible for assuring that the State's resources for postsecondary education are utilized effectively and efficiently; for promoting diversity, innovation, and responsiveness to the needs of students and society; and for advising the Legislature and the Governor on statewide educational policy and funding.

The Commission, which consists of 15 members, holds regular public meetings throughout the year at which it takes action on staff studies and adopts positions on legislative proposals affecting postsecondary education. Further information about the Commission, its meetings, its staff, and its other publications may be obtained from the Commission offices at 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.